

4th Conference on Arts-based Research and Artistic Research.

Rethinking arts-based research, artistic research – and global/local communities.

*Sub-theme: Arts-based research and/or artistic research and the norms of communities
(cultural, geographic, scientific, etc.)*

*Arts-Based Research: Contemporary art and other informal artistic disciplines as a tool
for social integration of a community.*

School of Arts, Design and Architecture. Aalto University in Helsinki, Finland.

Format: **Research paper/project presentation**

June 28 – 30, 2016

Department of Fine Arts. Didactics of Artistic Expression.

University of La Laguna

Ana Marqués Ibáñez // amarquez@ull.edu.es

Abstract

This project aims to conduct an analysis of the investigative methods of Art Based Research (ABR) and Arts based Educational Research (AbER). The first research type blurs the lines between the concepts of “science” and “art”, while the latter considers together “science”, “art” and “education”. These research types present different areas of study that are complex, broad, varied and respond to specific approaches.

We conduct a literature review of art education research publications and international journals, as well as papers from research associations that enrich this area of study for members of the scientific community.

Next, we present contemporary work by emerging authors. The focus is for students to experience this type of social art in the classroom, thereby demonstrating that art can be a vehicle to highlight the sociopolitical situation of communities at risk of exclusion, and raising awareness within the educational sector about the specific circumstances of conflict areas.

The purpose of presenting these works is to develop an art project to be conducted in class with students of infant and primary education degrees, so that they, as teachers, can present their pupils with the current reality of certain countries from an artistic perspective.

After viewing works by Ai Wei Wei and the Arab Puppet Theatre Foundation, which aim to integrate Syrian and Lebanese children from refugee camps, the future teachers

develop group work based on installations, interventions or puppet shows. Further types of creations which are more closely linked to the concept of visual culture are photo essays, photo installations, and photobooks.

The proposed methodology is qualitative, based on data collection, interviews about emotions, sociopolitical context, descriptions of personal experience, and photos depicting the children's emotions and expressions before and during the theatrical performance.

The intention is that the children create their own puppet characters through which they can express their feelings and emotions. After creating the puppets, the children first construct and then tell their own story in front of the others. Therefore, they have the change for their voice to be heard. Later, their story is reproduced in a theatrical performance.

The conceptual and theoretical framework is based on Arts based Educational Research (AbER), and we examine which is the most suitable approach to study emerging artists and puppet shows from the perspective of social integration.

Finally, many authors involved in different areas of education have studied the field of Arts based Educational Research, in terms of how to document the diversity and complexity of these issues, and how methodology and epistemology have raised questions about the advantages and disadvantages of applying art in education using this method.

Keywords: Arts-based research (ABR), Arts based Educational Research (AbER), Contemporary art, Puppets, Education.

Bibliographic References:

- Aguirre, I (2005). *Teorías y Prácticas en Educación Artística*. Barcelona: Octaedro.
- Cahnmann-Taylor, M. (2008). *Arts-based research: Histories and new directions*. In M. Cahnmann-Taylor & R.
- Cahnmann-Taylor, M., & Siegesmund, R. (2008). *Arts-based research in education: foundations for practice*. New York, NY: Routledge.
- HERNANDEZ, F. (2010). “*Educación y Cultura visual*” Barcelona: Octaedro.
- Leavy, P. (2009). *Method meets art: Arts-based research practice*. New York, NY: The Guilford Press.
- Marín Viadel, R. (2011). *Las investigaciones en educación artística y las metodologías artísticas de investigación en educación: temas, tendencias y miradas*. Revista Educação, Porto Alegre, v. 34, n. 3, p. 271-285.
- Cahnmann-Taylor, M. & Siegesmund, R. (2008). *Arts-based research in Education: Foundations for practice*. New York, NY: Routledge.
- Marín Viadel, R. & Roldán, J. (2014). 4 instrumentos cuantitativos y 3 instrumentos cualitativos en Investigación Educativa basada en las Artes Visuales. 2nd Conference on Arts-based Research and Artistic Research. Insights and Critical Reflections on Issues and Methodologies. Granada (Spain), January 27-28 and 29-30, 2014. Universidad de Granada. Available from: <http://art2investigacion-en.weebly.com/> [Accessed: 20th February 2016].
- Irwin, R. Y Sinner, A. (2014). *A/r/tography and Communities of Practice*. 2nd Conference on Arts-based Research and Artistic Research. Insights and Critical Reflections on Issues and Methodologies. Granada (Spain), January 27-28 and 29-30, 2014. Universidad de Granada. Available from: <http://art2investigacion-en.weebly.com/> [Accessed: 18th February 2016].